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ABSTRACT

Based on recommendations of the International Reading Association, this outline of a performance based program for training reading specialists consists of twelve semester hours of graduate work. The courses include basic decoding skills, comprehension/study skills, diagnostic techniques, corrective treatment, and a practicum. The four elements of this program are identified as competencies or specific objectives stated in measurable or behavioral terms, criteria for assessing the accomplishment of the objectives, instruction relating to the criteria with provision for individualization, and objective assessment in terms of the criteria. An underlying philosophy for the program content--including assumptions about teacher attitudes, understanding, knowledges, and skills--is provided. The sources of the reading skills identified in this program are also given. The remainder of the outline presents the competencies, experiences, and criterion assessment for each skill listed in the five topic areas. A list of references concludes each section. (TO)

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READING INSTRUCTION:

A PERFORMANCE-BASED

TEACHER EDUCATION PROGRAM

FOR READING SPECIALISTS

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and Language Arts

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Foreword

The following outline represents a beginning toward a Performance-Based Program for Reading Specialists. The content of this program is based on the recommendations of the International Reading Association for training of Reading Specialists. It consist of twelve (12) semester hours of graduate work, divided as follows:

Basic Decoding Skills (2 hours)	Diagnostic Techniques (2 hours)
Comprehension/Study Skills (2 hours)	Corrective Treatment (2 hours)
	Practicum (4 hours)

The outline only approaches all elements of Performance-Based Teacher Education (PBTE). While proponents do not entirely agree, they generally identify four elements of PBTE:[1]

1. Competencies (specific objectives) are identified and stated in measurable (behavioral) terms;

2. Criteria for assessing the accomplishment of the objectives are stated;

3. Instruction relates to the criteria (with provision for individualization);

4. Assessment is objective in terms of the criteria.

While objective measurement remains an elusive goal in most areas of education, the specific statement of objectives represents a considerable improvement over traditional instructional procedures. Admittedly, this outline retains some experiences which are not objectively measurable but which are merely thought "to be good for" the prospective reading specialist.

Feedback from graduate students who experience this first attempt at PBTE will certainly provide some improvements. Meanwhile, the author would like to thank Dr. Donna Ogle for her contributions to both the Intermediate and the Secondary outlines, and Ms. Anne Farleigh for her help on the Secondary. Also to be thanked are several classes of graduate students who were helpful in giving their reactions.

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[1] Elam, Stanley (ed.). Performance-Based Teacher Education. Washington: American Association of Colleges for Teacher Education, 1971

Howsam, Robert. "Some Basic Concepts /of Performance-Based Instruction/" Today's Education, April, 1972, 35-38.

Basic Philosophy

Major assumptions on which the Reading Specialist program is built and outcomes it seeks to achieve:

Teacher Attitudes

1. Reading is looked upon as a skill: it is not merely "learning words;" it is not merely "making noises" for printed symbols.

2. Instructional time is precious: it should not be wasted on worthless activities.

3. The purpose of diagnosis is to determine action, not to assign a label.

Teacher Understandings

1. At the beginning level, the basic approach must be clear and consistent for a given child: the child must be provided a specific and consistent answer to the question "What do I do when I come to a word I don't know?"

2. Children from atypical backgrounds may need certain physical and/or language experiences prior to skills instruction.

3. Reading skills must be taught in application in a reading context.

4. The goal of a good reading program is the development of skill (instructional vehicle) and interest (library reading).

Teacher Knowledges

1. The teacher must know the continuum of skills, including prior language development, necessary for a child to become a successful reader.

2. In terms of these skills, she must know how to diagnose the child's

   a. reading level -- to determine the level of difficulty of the material she will use as a vehicle for skill teaching;

   b. skill needs -- to determine which skills the child needs, i.e., his placement on the continuum;

   c. expectancy -- to determine the kind of child she is working with.

3. The teacher must know the methods most effective for teaching the skills she diagnosed as needed.

4. The teacher must be familiar with materials in order to select those appropriate to the interest and reading level of the child

   a. for instructional purposes

   b. for recreational purposes.

5. The teacher must know research evidence on the supposed causes of reading disability.

Teacher Skills

1. The teacher must demonstrate the ability to diagnose

   a. reading level

   b. expectancy

   c. language/reading-skill needs.

2. The teacher must demonstrate the ability to evaluate instructional materials for

   a. initial teaching of reading skills

   b. practice of reading skills

   c. application of reading skills.

3. The teacher must demonstrate the ability to develop instructional materials for

   a. initial teaching of reading skills

   b. practice of reading skills

   c. application of reading skills.

4. The teacher must demonstrate ability to teach

   a. pre-reading skills

   b. decoding skills

   c. comprehension/study skills.

5. The teacher must demonstrate the ability to evaluate recreational reading materials.

6. The teacher must demonstrate the ability to provide activities for motivating and sharing library reading.

Reading skills identified in this program have been checked against the following sources to assure comprehensiveness:

Barrett, Thomas. "Taxonomy of Cognitive and Affective Dimensions of Reading Comprehension" in Clymer, "What is 'Reading?' Some Current Concepts." Innovation and Change in Reading Instruction. Chicago: National Society for the Study of Education, 1968, pp.19-23.

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Hackett, Marie G. Criterion Reading. New York: Random House, 1971.

Heilman, Arthur. Principles and Practices of Teaching Reading. Columbus: Merrill, 1972.

Herber, Harold. Teaching Reading in Content Areas. Englewood Cliffs: Prentice-Hall, 1970.

Tinker, Miles and Constance McCullough. Teaching Elementary Reading. New York: Appleton, 1968, pp. 505-507.

Wisconsin Research and Development Center for Cognitive Learning. The Wisconsin Design for Reading Skill Development. Madison: University of Wisconsin, 1970.

Zintz, Miles. The Reading Process. Dubuque: Brown, 1970.

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30-501 : Methods and Materials for Teaching Reading at the Primary Level

1.00 Overview of the Reading Process

General Objectives:

1. to develop understanding of elements in a total reading program;
2. to consider interpretations of the statement: "Children learn to read in many different ways;"
3. to develop understanding of the efficiency of context and consonants in initial instruction.

Competency (Objective)	Experience	Criterion (Assessment)
1.10 Demonstrate knowledge of the four major parts of a total program.	Lecture *Blueprint	The teacher will list the four parts.
1.11 Demonstrate understanding of the role of phonics.	"	The teacher will define where phonic skills are helpful and where they are not.
1.12 Demonstrate understanding of oral reading skill.	"	The teacher will distinguish between "oral reading" and practice in "oral reading skills."
1.13 Demonstrate understanding of the importance of comprehension/study skills.	"	The teacher will contrast the role of comprehension/study skills with phonic skills.
1.14 Demonstrate understanding of the importance of independent reading.	"	The teacher will define the purpose of and relative time to be devoted to independent reading.
1.20 Demonstrate understanding of the basis for the statement: "Children learn to read in many different ways."	Lecture Dykstra Heilman, Ch. 1-2	The teacher will write a clarification of this statement in reference to children and in reference to programs.
1.21 Demonstrate understanding of the research evidence that no one approach has been clearly proven as superior.	Lecture Chall Bateman Dykstra Bliesmer	The teacher will identify, on a test, the general conclusion of Chall and the importance of an auditory emphasis.

Competency (Objective)	Experience	Criterion (Assessment)
1.22 Demonstrate understanding of the importance of consistency with a given child.	Lecture Soar & Soar Cane & Smithers	On a test, the teacher will justify a consistent approach based on the research evidence.
1.30 Demonstrate knowledge of the role of context at all reading levels.	Lecture Smith	The teacher will state an example of the use of context at beginning and mature levels.
1.31 Demonstrate knowledge of the utility of consonants.	Lecture	The teacher will list three reasons why consonants are more helpful than vowels.
1.32 Demonstrate knowledge of some of the difficulties with vowels.	Lecture Clymer Bailey Burmeister Emans Dewey	The teacher will list three vowel generalizations and their approximate percent of utility.

2.00 Pre-Reading (Readiness) Development in Young Children

General Objectives:

1. to develop knowledge of pre-school language growth patterns;
2. to develop knowledge of research evidence and its implications for what "readiness" was and should be;
3. to develop understanding of the difference between criterion and correlational referenced "early identification efforts;"
4. to develop knowledge of the research related to "formal" vs "informal" kindergarten instruction;
5. to develop understanding of research and current thinking related to instruction of linguistically different children.

Competency (Objective)	Experience	Criterion (Assessment)
2.10 Demonstrate general knowledge of the pattern of language development.	Lecture Templin Menyuk	On a test, the teacher will indicate the trend from vocalization to word production through contrasts.

Competency (Objective)	Experience	Criterion (Assessment)
2.11 Demonstrate knowledge of age at which initial consonant sounds are usually mastered.	Lecture Templin	On a test, the teacher will indicate degree of mastery by age 4.
2.12 Demonstrate knowledge of the grammar of two-year-olds.	Lecture McNeill	On a test, the teacher will outline the "Pivot-Open" patterns of a two-year-old.
2.13 Demonstrate knowledge of age at which basic English syntax is mastered.	Lecture Loban Menyuk Templin	On a test, the teacher will indicate age of mastery.
2.14 Demonstrate understanding of importance of verbal mediation.	Lecture Templin Corsini Coates & Hartip	Given situations, the teacher will indicate which are better for language/learning.
2.15 Demonstrate understanding that "stages" of development are mutable.	Lecture	On a test, the teacher will indicate the probable effect of altered circumstances on given stages of development.
2.20 Demonstrate knowledge of elements traditionally considered part of readiness for five-year-olds.	Lecture Hillerich (1963) Heilman, Ch. 4	The teacher will list seven elements.
2.21 Demonstrate knowledge of basis and evidence regarding MA criterion.	Lecture Morphett & Washburne Gates	The teacher will list three points for dismissal of the MA criterion.
2.22 Demonstrate knowledge of the evidence regarding visual development.	Lecture Eames Shaw	The teacher will identify the appropriate conclusion on a test.
2.23 Demonstrate knowledge of the evidence regarding language development.	Lecture Templin Menyuk Shram	The teacher will identify the appropriate conclusion on a test.

Competency (Objective)	Experience	Criterion (Assessment)
2.24 Demonstrate understanding of the role of experiences and social development in readiness.	Lecture	The teacher will identify the appropriate conclusion on a test.
2.25 Demonstrate understanding of the role of motivation.	Lecture	The teacher will identify the appropriate conclusion on a test.
2.26 Demonstrate understanding of appropriate emphasis in visual discrimination activities	Lecture Robinson	On a test, the teacher will mark types of visual discrimination activities which contribute to reading skill and those that do not.
2.27 Demonstrate understanding of appropriate emphasis in auditory discrimination activities.	Lecture	On a test, the teacher will mark types of auditory discrimination activities which contribute to reading skill and those that do not.
2.30 Demonstrate understanding of the difference between criterion referenced and correlated items in early identification.	Lecture	The teacher will identify, on a test, examples of criterion referenced and correlated items.
2.31 Demonstrate knowledge of the predictive value of reading readiness tests.	Lecture Fry Silberberg Bagford	The teacher will identify the predictive accuracy of the typical readiness test.
2.32 Demonstrate knowledge of items useful in early identification.	Lecture:PDQ Jansky & deHirsch Askov et. al. Bilka	Given a choice of items, the teacher will select those with diagnostic value.
2.33 Demonstrate understanding of the role of letter names.	Lecture Durrell Hillerich (1966) Samuels Jenkins	The teacher will explain the role of letter names in identification and its implication for instruction.

Competency (Objective)	Experience	Criterion (Assessment)
2.34 Demonstrate understanding of possible needs of children from atypical backgrounds.	Lecture	The teacher will list language and experience items necessary to success in beginning reading.
2.35 Demonstrate skill in developing language with children from atypical backgrounds.	Lecture	The teacher will demonstrate an activity related to 2.34 above.
2.40 Demonstrate knowledge of the evidence regarding "formal" vs "informal" instruction in reading prior to age six.	Lecture Hillerich (1966) Hillerich (1965)	The teacher will identify a possible explanation for the divergence.
2.41 Demonstrate knowledge of effects of other efforts.	Lecture ETS: Sesame St. *Dunn (Transparency) Fry Wolf	The teacher will identify the common elements of time and instruction vs age.
2.50 Demonstrate knowledge of evidence regarding learning to read in a non-native dialect or language.	Lecture Hillerich (1972) Heilman, Ch. 3 Goodman & Buck	On a test, the teacher will identify statements justified by the evidence.
2.51 Demonstrate knowledge of evidence and current thought regarding black dialect and beginning reading.	Lecture Baratz and Shuy Isenbarger & Smith	The teacher will list at least three alternatives and justify the one selected as preferred.
2.52 Demonstrate knowledge of an approach to teaching Spanish-speaking children.	Lecture	The teacher will list the outstanding characteristic for success with non-English speaking children.

3.00 Teaching Pre-Reading Skills

General Objectives:

1. to develop knowledge of the important pre-reading skills;
2. to develop skill in constructing or evaluating activities for each of the pre-reading skills;
3. to develop skill in teaching each of the pre-reading skills.

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Competency (Objective)	Experience	Criterion (Assessment)
3.10 Demonstrate understanding of appropriate activities to develop each of the following:	Lecture *What & Why...	On a test, the teacher will associate a given activity with the appropriate skill.
3.11 Use of Oral Context 3.12 Letter-Form Discrimination 3.13 Listening for Beginning Sound 3.14 Letter/Sound Association 3.15 Using Context and Letter/Sound Association		
3.16 Demonstrate the ability to construct or evaluate an activity for item 3.13, 3.14, or 3.15.	Lecture	The teacher will locate or make a game/activity/worksheet to demonstrate and evaluate in class.
3.17 Demonstrate skill in teaching the pre-reading skills, items 3.11-3.15.	Lecture	The teacher will demonstrate the teaching of a selected skill.

4.00 Continuing Decoding Skills (General - Heilman, Ch. 5-7)

General Objectives:

1. to develop knowledge of and skill in teaching word recognition;
2. to develop knowledge of and skill in teaching consonants and clusters in all positions;
3. to develop understanding vowel generalizations, their limitations, and methods for teaching about them;
4. to develop knowledge of and skill in teaching structural analysis;
5. to develop ability to discriminate between essential and time-wasting activities;
6. to develop knowledge of the organization of a reading lesson;
7. to develop understanding of the role of oral reading.

Competency (Objective)	Experience	Criterion (Assessment)
4.10 Demonstrate knowledge of sources for high frequency words.	Lecture *Horn 100 *Hillerich 100 *Hillerich Starter Hillerich, 1974	Given these lists, the teacher will possess them.
4.11 Demonstrate understanding of the importance of a few carefully selected words.		On a test, the teacher will indicate the approximate number of words of high utility.
4.12 Demonstrate skill in using a rebus technique to practice high frequency words.	Lecture	The teacher will demonstrate the choice of words and method of teaching and practicing them.
4.13 Demonstrate understanding of and skill in using the word introduction technique.	Lecture	The teacher will identify on a test different purposes for introducing new words as implied by methods used.
4.14 Demonstrate skill in developing left to right eye movement.	Lecture	The teacher will name important elements in the development of left to right movement and will demonstrate a technique.
4.20 Demonstrate skill in teaching consonant letter/sound association.	Lecture McKee Laubach	The teacher will demonstrate the key picture technique.
4.21 Demonstrate understanding of other methods.	Lecture Wylie & Durrell	The teacher will describe the see-hear-associate and substitution methods.
4.22 Demonstrate knowledge of how clusters should be taught.	Lecture *Decoding Skills	On a test, the teacher will indicate the preferred method.
4.23 Demonstrate knowledge of criteria for determining the sequence for introducing letters.	Lecture	The teacher will state three considerations.
4.24 Demonstrate skill in teaching blending.	Lecture	The teacher will demonstrate the method of working from a vowel sound.

Competency (Objective)	Experience	Criterion (Assessment)
4.30 Demonstrate knowledge of the research regarding vowel generalizations.	Lecture Clymer Bailey Burmeister Emans Dewey	Given a vowel generalization, the teacher will state its approximate utility.
4.31 Demonstrate knowledge of research regarding the results of teaching vowel generalizations.	Lecture Sparks & Fay Hillerich (May '65) Hillerich (1967) Hillerich (1970)	On a test, the teacher will identify conclusions from research.
4.32 Demonstrate knowledge of methods of teaching about vowels.	Lecture Examine TE of any basal Bateman	The teacher will report on the method used in a basal and also name two other methods.
4.33 Demonstrate skill in using the exploratory approach.	Lecture	The teacher will demonstrate the exploratory approach.
4.40 Demonstrate knowledge of the components of "Structural Analysis."	Lecture *Decoding Skills	The teacher will list the items included in the term.
4.41 Demonstrate skill in teaching compound words.	Lecture	The teacher will demonstrate the teaching of a compound word.
4.42 Demonstrate skill in teaching the meaning of a syllable.	Lecture	The teacher will demonstrate a functional method, not a definition.
4.43 Demonstrate understanding of the value to reading of the syllable "rules."	Lecture Wardhaugh (1966) Wardhaugh (1969)	The teacher will identify the value of the rules for VCCV, VCV, C<u>le</u>.
4.44 Demonstrate understanding of the limited number of affixes to be taught for meaning.	Lecture Deighton	On a test, the teacher will identify those affixes to be taught.

Competency (Objective)	Experience	Criterion (Assessment)
4.45 Demonstrate skill in teaching an affix.	Lecture	The teacher will demonstrate a method.
4.50 Demonstrate understanding of the difficulty of some phonic and structural generalizations.	*Phonics Test Groff	The teacher will mark and score her test.
4.51 Demonstrate skill in evaluating worksheets for phonic or structural generalizations.	Evaluate a worksheet	The teacher will present an evaluation of a worksheet.
4.60 Demonstrate knowledge of the major elements in a reading lesson and the emphasis in each.	Lecture	The teacher will list and describe the four major elements in a reading lesson.
4.70 Demonstrate knowledge of the oral reading skills.	Lecture *Blueprint	The teacher will name five oral reading skills.
4.71 Demonstrate skill in providing purposeful oral reading.	Lecture	The teacher will list three purposes for oral reading.
4.72 Demonstrate understanding of the role of oral reading in beginning instruction.	Lecture	The teacher will identify the purpose unique to immature readers.

5.00 Other Philosophies of Beginning Reading

General Objectives:

1. to develop knowledge of some current approaches to beginning reading;
2. to develop skill in recognizing and classifying the underlying philosophies of new approaches.

Competency (Objective)	Experience	Criterion (Assessment)
5.10 Demonstrate understanding of labels often used in classifying approaches.	Lecture	On a continuum, the teacher will properly place the terms: "synthetic," "analytic," "decoding emphasis," "meaning emphasis," and define the two extremes.

Competency (Objective)	Experience	Criterion (Assessment)
5.20 Demonstrate knowledge of representative programs, including "Language Experience," "Linguistic," any representative phonic program, any basal, and any varied orthography.	Lecture Aukerman Fries	The teacher will state the major characteristics of four programs, and a major strength and weakness of each.
5.30 Demonstrate skill in analyzing a program to determine its underlying philosophy.	Lecture Aukerman	Given three different program descriptions, the teacher will match each with a stated philosophy of reading.

6.00 Comprehension Skills (NOTE: Comprehension and Study Skills are developed in depth in Part II of this program. They are only touched upon here in reference to primary materials.)

General Objectives:

1. to develop skill in appropriate questioning techniques for specific skills;
2. to develop understanding of the basis for comprehension skills in thinking ability.

Competency (Objective)	Experience	Criterion (Assessment)
6.10 Demonstrate knowledge of the three levels of comprehension.	Lecture *Blueprint	The teacher will name and define the three levels.
6.11 Demonstrate knowledge of research on teacher questioning techniques.	Lecture	The teacher will identify the type of question asked in 75% of discussions.
6.12 Demonstrate understanding of the kind of problem a reader faces with homophones and homographs.	Lecture	Given examples of both, the teacher will indicate the kind of problem, meaning or pronunciation each presents.
6.13 Demonstrate skill in asking a question that requires a literal interpretation.	Lecture	Given a primary reading selection, the teacher will ask a literal question.

Competency (Objective)	Experience	Criterion (Assessment)
6.14 Demonstrate skill in asking a question that requires making a judgment.	Lecture	Given a primary reading selection, the teacher will ask a question requiring making a judgment.
6.15 Demonstrate skill in asking a question that requires drawing a conclusion.	Lecture	Given a primary reading selection, the teacher will ask a question requiring drawing a conclusion.
6.16 Demonstrate skill in asking a question that requires predicting an outcome.	Lecture	Given a primary reading selection, the teacher will ask a question requiring predicting an outcome.
6.17 Demonstrate skill in asking a question that requires distinguishing fact from fantasy.	Lecture	Given a primary reading selection, the teacher will ask a question requiring distinguishing fact from fantasy.
6.18 Demonstrate skill in asking a question that requires giving a personal reaction.	Lecture	Given a primary reading selection, the teacher will ask a question requiring a personal reaction.
6.20 Demonstrate understanding of the relationship of thinking skills and reading comprehension.	Lecture	On a test, the teacher will distinguish between structural knowledge and literal comprehension and will describe the relationship between thinking and comprehension.
6.21 Demonstrate skill in developing the comprehension skills at the listening level.	Lecture	The teacher will demonstrate an example.

7.00 Independent Reading (NOTE: This topic is repeated in Part II in reference to intermediate level books.)

General Objectives:

1. to develop understanding of the importance of independent reading in a total reading program;
2. to develop knowledge of tools to be used in selecting children's books;
3. to develop knowledge of some children's books, their authors and illustrators, at the primary level;
4. to develop skill in motivating and in providing activities whereby children will share independent reading.

Competency (Objective)	Experience	Criterion (Assessment)
7.10 Demonstrate understanding of the role of independent reading.	Lecture Hillerich (Sep.'66)	The teacher will specify a proportion of time needed and two key elements for success.
7.11 Demonstrate knowledge of the tools used for selecting good books.	Lecture *Tools	The teacher will examine and give a descriptive statement on three of the following: Children's Catalog School Library Journal Bulletin of the Center for Children's Books Horn Book
7.20 Demonstrate knowledge of some good children's books.	Lecture *Caldecott List	The teacher will have the list and will describe characteristics of two major illustrators.
7.21 Demonstrate knowledge of some beginning dictionaries.	Lecture *Samples	The teacher will name one good picture dictionary.
7.22 Demonstrate knowledge of some factual series.	Lecture *Samples	The teacher will name one good factual series.
7.23 Demonstrate knowledge of some poetry anthologies.	Lecture *Samples	The teacher will name one good poetry anthology.
7.30 Demonstrate skill in developing motivational activities for independent reading.	Lecture *Bookworms	The teacher will describe one activity not mentioned in class.
7.31 Demonstrate skill in developing motivational activities for sharing ideas.	Lecture *Bookworms	The teacher will describe one activity not mentioned in class.
7.32 Demonstrate skill in developing motivational activities for record keeping.	Lecture *Bookworms	The teacher will describe one activity not mentioned in class.

* Hand-outs

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Elementary English (NCTE)
Reading Teacher (IRA)
Journal of Reading (IRA)
Research in Education (ERIC)
Journal of Learning Disabilities (ASLCD)
Elementary School Journal (U. of Chicago)
Reading Research Quarterly (IRA)
Journal of Educational Psychology (APA)

The following materials will be distributed in class:

Material	Competency Number
Blueprint	1.10, 4.70, 6.10
What and Why...	3.10
Horn First Hundred Words	4.10
Hillerich First Hundred Words	4.10
Hillerich Starter Words	4.10
Decoding Skills	4.20 ff
Phonics Test	4.50
Caldecott List	7.20
(Sample Library Books for Examination)	7.20
50 Ways to Raise Bookworms	7.30
Tools for Selecting Books	7.11

2)

30-502: Methods and Materials for Teaching Reading at the Intermediate Level (3-8)

8.00 Comprehension, General

General Objectives:

1. to develop understanding of the complexity of "comprehension" and of its relationship to thinking;
2. to develop understanding of the importance of teacher questioning techniques.

Competency (Objective)	Experience	Criterion (Assessment)
8.10 Demonstrate knowledge of the three levels of comprehension.	Lecture Zintz, Ch. 8 *Comprehension Skills	The teacher will list and define the three levels of comprehension.
8.20 Demonstrate knowledge of the evidence that "reading comprehension" is a thinking skill applied to reading.	Lecture Stauffer	The teacher will be able to explain why reading comprehension is a thinking skill.
8.30 Demonstrate understanding of the level at which comprehension skills, including critical skills, can begin.	Lecture Sochor (b)	The teacher will indicate the age level at which instruction will likely contribute to comprehension skills.
8.40 Demonstrate knowledge of the evidence on teacher questioning techniques.	Lecture Godbold Guszak	On a test, the teacher will indicate the type of questions usually asked.
3.50 Demonstrate knowledge of the hierarchies of questioning based on Bloom's taxonomy.	Lecture Carin & Sund	On a test, the teacher will be able to identify the level of thinking required to answer particular questions.
8.51 Demonstrate ability to evaluate reading questions in basals.		The teacher will evaluate questions accompanying a basal reader story.
8.52 Demonstrate ability to construct questions at all levels.		On a test, the teacher will construct questions for each level of thinking.

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* = Distributed in class.

Competency (Objective)	Experience	Criterion (Assessment)
8.60 Demonstrate knowledge of ways to evaluate classroom questioning strategies.	Lecture Carin & Sund	On a test, the teacher will list ways to evaluate questioning techniques and students' thinking.
9.00 Comprehension, Literal		
General Objectives: 1. to develop knowledge of the literal comprehension skills; 2. to develop skill in questioning techniques for the development of literal comprehension.		
9.10 Demonstrate awareness of the importance of vocabulary extension in the intermediate grades.	Lecture/Demo	On a test, the teacher will indicate awareness of the vocabulary load in intermediate materials.
9.11 Demonstrate awareness of the materials available to use in building interest in vocabulary.		The teacher will list sources of good information on vocabulary extension.
9.12 Demonstrate awareness of how new words are built from Latin, Greek and English affixes and combining forms.		The teacher will develop a list of ten words derived from other language word parts.
9.20 Demonstrate knowledge of the varieties of context.	Lecture/Demo McKee, 258-68	The teacher will construct and label examples of four types of context.
9.21 Demonstrate skill in teaching use of contest with words of multiple meanings.	Lecture	The teacher will demonstrate a technique.
9.22 Demonstrate skill in teaching use of context with homophones and homographs.	Lecture	The teacher will demonstrate a technique.
9.30 Demonstrate skill in teaching literal sentence meaning.	Lecture/Demo	Given an example, the teacher will distinguish between structural meaning and literal comprehension.

Competency (Objective)	Experience	Criterion (Assessment)
9.31 Demonstrate skill in teaching the identification of referents for pronouns and adverbs.	Lecture/Demo	Given an example sentence, the teacher will ask an appropriate question.
9.32 Demonstrate skill in teaching the interpretation of typographical aids: comma, ellipsis, boldface, italics.	Lecture	The teacher will construct an example to demonstrate how typographical aids are important to comprehension.
9.40 Demonstrate skill in questioning for recognition and recall of detail.	Lecture/Demo *Armstrong	Given a story selection, the teacher will ask an appropriate question.
9.50 Demonstrate skill in questioning for topic of a paragraph (main idea of a selection).	Lecture *Armstrong	Given a story selection, the teacher will demonstrate two methods.
9.60 Demonstrate skill in questioning for sequence of events.	Lecture/Demo *Armstrong	Given a story selection, the teacher will select items to be arranged in sequence.
9.70 Demonstrate skill in questioning for comparisons.	Lecture/Demo *Montgomery	The teacher will locate a selection and demonstrate the teaching of this skill.

10.00 Dictionary Skills

General Objectives:

1. to develop knowledge of what the dictionary skills are;
2. to develop skill in teaching the dictionary skills.

Competency (Objective)	Experience	Criterion (Assessment)
10.10 Demonstrate understanding of the limits of decoding.	Lecture	The teacher will tell when decoding is helpful and the alternative when it is not.
10.20 Demonstrate skill in developing dictionary readiness.	Lecture Examine beginning dictionaries. Make a nonsense dictionary.	The teacher will outline items important for dictionary readiness and will make a nonsense entry.

Competency (Objective)	Experience	Criterion (Assessment)
10.30 Demonstrate knowledge of a dictionary and differences among dictionaries.	Lecture Compare Webster's New Practical and the Thorndike - Barnhart Read Webster's 7th, pp. 4a-14a *Dictionary List	The teacher will list items on which dictionaries differ.
10.40 Demonstrate knowledge of the locational skills.	Lecture Mower *Dictionary Skills	The teacher will list locational skills.
10.41 Demonstrate skill in teaching them.	Lecture	Given a locational skill, the teacher will demonstrate how it can be taught.
10.50 Demonstrate skill in teaching the use of context and dictionary for multiple-meaning words and strange words.	Lecture	The teacher will write a sample exercise or evaluate a worksheet designed to practice this skill.
10.60 Demonstrate knowledge of the sub-skills involved in using a dictionary for pronunciation.	Lecture	The teacher will list the steps necessary in this skill and will identify the implications.
10.61 Demonstrate knowledge of how this should be taught.	Lecture	The teacher will evaluate a worksheet.
10.62 Demonstrate skill in teaching the use of a dictionary for pronunciation.	Lecture	Given a nonsense word, the teacher will demonstrate the method.
10.63 Demonstrate knowledge of the focus for instruction in teaching about stress (accent).	Lecture	The teacher will identify the emphasis required for instruction and will develop a list of homographs which shift accent.
10.64 Demonstrate skill in teaching use of stress.	Lecture	The teacher will demonstrate a method and will evaluate a worksheet on this skill.

11.00 Comprehension, Inferential

General Objectives:

1. to develop knowledge of the inferential skills;
2. to develop skill in questioning techniques for the development of inferential comprehension.

Competency (Objective)	Experience	Criterion (Assessment)
11.10 Demonstrate skill in guiding students to make inferences about reading material.	Lecture/Demo *Armstrong	The teacher will construct a reading guide to develop inferential thinking.
11.11 Demonstrate skill in teaching inferred main idea.	Lecture/Demo *Armstrong	Given a selection, the teacher will demonstrate a method for teaching this skill.
11.12 Demonstrate questioning technique for making comparisons.	Lecture/Demo *Armstrong	Given a story selection, the teacher will develop a question requiring this skill.
11.13 Demonstrate questioning technique for recognizing cause/effect relationships.	Lecture/Demo *Montgomery	The teacher will locate a selection and develop an appropriate question.
11.14 Demonstrate questioning technique for identifying character traits.	Lecture/Demo *Armstrong	Given a story selection, the teacher will ask a question requiring this skill.
11.20 Demonstrate understanding of the importance of prediction in reading comprehension.	Lecture	On a test, the teacher will demonstrate knowledge of the role of prediction in reading.
11.21 Demonstrate understanding of Directed Reading--Thinking Activity (DR-TA).	Lecture/Demo	On a test, the teacher will describe DR-TA
11.22 Demonstrate ability to conduct a DR-TA.		In class, the teacher will lead or participate in a group DR-TA.

Competency (Objective)	Experience	Criterion (Assessment)
11.23 Demonstrate ability to construct activities to guide students' predictions.		The teacher will suggest an exercise to help develop students' predicting skills.
11.30 Demonstrate understanding of the cloze procedure.	Lecture/Demo	On a test, the teacher will describe the cloze procedure and its uses.
11.40 Demonstrate knowledge of the major kinds of figurative language at the elementary level.	Lecture	The teacher will list and give an example of four kinds of figurative language.
11.41 Demonstrate skill in teaching children to identify the meaning in similes.	Lecture/Demo	The teacher will construct an example and suggest a teaching exercise.
11.42 Demonstrate skill in teaching children to interpret metaphors.	Lecture/Demo	The teacher will construct an example and suggest a teaching exercise.
11.43 Demonstrate skill in teaching children to interpret personification.	Lecture/Demo	The teacher will make an example and suggest an activity.
11.44 Demonstrate skill in teaching children to interpret an idiom.	Lecture/Demo	The teacher will make an example and suggest an activity.

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12,00 Critical Reading

General Objectives:

1. to develop knowledge of the critical reading skills;
2. to develop skill in teaching critical reading.

Competency (Objective)	Experience	Criterion (Assessment)
12.10 Demonstrate knowledge of what the critical reading skills are.	Lecture Zintz, Ch. 10 McKee, Ch. 10	The teacher will list the critical reading skills.

Competency (Objective)	Experience	Criterion (Assessment)
12.20 Demonstrate understanding of the prerequisites to critical reading.	Lecture	On a test, the teacher will identify the prerequisites.
12.30 Demonstrate skill in teaching students to judge authorities.	Lecture/Demo	The teacher will demonstrate on a test how to teach children to judge authorities.
12.31 Demonstrate skill in teaching children to determine author's purpose/point of view.	Lecture/Demo *Johnson	Given a selection, the teacher will demonstrate instruction.
12.32 Demonstrate skill in teaching children to determine author's competence.	Lecture	The teacher will state what is involved in this skill and will name sources children can check.
12.33 Demonstrate skill in teaching children to determine currency of material.	Lecture	The teacher will state examples where date is/is not important and will name a selection where the date is relevant.
12.40 Demonstrate skill in teaching students to evaluate the content of material.	Lecture/Demo *Pickles	
12.41 Demonstrate skill in teaching children to determine adequacy and completeness.	Lecture *Robinson	Given a selection, the teacher will demonstrate instruction; the teacher will locate an example
12.42 Demonstrate skill in teaching children to determine if material is relevant.	Lecture *Robinson	Given an example selection, the teacher will demonstrate instruction; the teacher will locate an example to use with children.
12.43 Demonstrate skill in teaching children to determine if conclusions are based on evidence presented.	Lecture *Robinson	Given a syllogism, the teacher will develop possible Venn diagrams; given a selection from a story, the teacher will demonstrate instruction.
12.44 Demonstrate skill in teaching children to recognize slant/ bias.	Lecture/Demo Hayakawa, Ch.3 *Robinson	Given a story selection, the teacher will demonstrate an instructional technique.

Competency (Objective)	Experience	Criterion (Assessment)
13.86 Demonstrate skill in teaching children to read math problems.	Lecture	On a test, the teacher will list steps to be followed.
13.87 Demonstrate skill in teaching children to use typographical aids in social studies.	Lecture	The teacher will list the kinds of aids which must be taught.
13.88 Demonstrate skill in teaching children to read graphs, charts, and tables.	Lecture/Demo McKee, 366-73	The teacher will construct a practice exercise using information from an almanac.

14.00 Literary Appreciation

General Objectives:

1. to develop knowledge of some elements involved in literary appreciation;
2. to develop skill in locating and recognizing examples.

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14.10 Demonstrate skill in encouraging personal emotional reactions.	Lecture	The teacher will devise an appropriate question.
14.20 Demonstrate skill in encouraging identification with characters.	Lecture	Using a child's book, the teacher will devise an appropriate question.
14.30 Demonstrate skill in encouraging reactions to language.	Lecture	The teacher will describe a method to make children aware of language used in a selection.
14.31 Demonstrate skill in identifying figurative language and its effect on the reader.	Lecture	The teacher will locate an example in a child's book and demonstrate a technique.
14.32 Demonstrate skill in identifying rhythm, alliteration, onomatopoeia, repetition.	Lecture	The teacher will locate an example in a child's book and demonstrate a technique.
14.33 Demonstrate skill in identifying humor, satire, irony.	Lecture	The teacher will locate an example in a child's book and demonstrate a technique.

Competency (Objective)	Experience	Criterion (Assessment)
13.40 Demonstrate skill in teaching children to take notes.	Lecture/Demo	On a test, the teacher will explain how to take good notes.
13.50 Demonstrate understanding of what is involved in study reading.	Lecture	On a test, the teacher will describe steps to study reading.
13.60 Demonstrate understanding of the construction and use of structured overviews.	Lecture/Demo *Samples	The teacher will construct a structured overview.
13.70 Demonstrate understanding of the construction and use of reading guides.	Lecture/Demo *Samples	The teacher will evaluate reading guides for class use.
13.80 Demonstrate knowledge of major purposes which affect how one should read.	Lecture McKee, Ch. 9	Given a purpose, the teacher will state how this should affect the way one reads.
13.81 Demonstrate knowledge of the importance of setting a purpose for reading.	Lecture/Demo	On a test, the teacher will identify the value of purpose-setting.
13.82 Demonstrate understanding of the role of reading rate at the elementary level.	Lecture	On a test, the teacher will identify what should be done re: rate.
13.83 Demonstrate skill in teaching children to skim/scan.	Lecture *Robinson	Given a selection from Harris, the teacher will demonstrate the teaching of both skills.
13.84 Demonstrate knowledge of SQ3R and its value.	Lecture Robinson	On a test, the teacher will define SQ3R and indicate its value.
13.845 Demonstrate skill in teaching SQ3R.	Lecture	Given a selection, the teacher will demonstrate a teaching technique.
13.85 Demonstrate skill in teaching children to read to follow directions.	Lecture/Demo *Samples	On a test, the teacher will indicate steps to follow. Evaluate the directions on a worksheet.

Competency (Objective)	Experience	Criterion (Assessment)
12.45 Demonstrate skill in teaching children to recognize connotation/denotation of words.	Lecture/Demo	Given a selection, the teacher will demonstrate an instructional technique.
12.46 Demonstrate skill in teaching children to recognize levels of abstraction.	Lecture/Demo Hayakawa, Ch.10	Given a selection, the teacher will demonstrate an instructional technique.
12.50 Demonstrate skill in teaching children to determine the author's organizational pattern.	Lecture	The teacher will locate an example selection and identify the organizational pattern in a manner to be used with children.
12.60 Demonstrate skill in teaching children to recognize propaganda devices.	Lecture/Demo Zintz, 254-57	The teacher will locate and identify three examples; the teacher will tell how this skill can be taught and practiced.
13.00 Study Skills		
General Objectives 1. to develop knowledge of what the study skills are; 2. to develop skill in teaching the study skills.		
13.10 Demonstrate knowledge of special locational aids to be taught.	Lecture Zintz, Ch.9	Given an example aid, the teacher will identify elements which must be taught.
13.20 Demonstrate skill in teaching use of the index of a book.	Lecture	The teacher will list the four major items to be taught.
13.21 Demonstrate skill in teaching children to identify key words to be used as index entries.	Lecture/Demo	The teacher will develop teaching examples at three levels: single stated key word, alternate stated key words, implied key word.
13.30 Demonstrate knowledge of the reference materials available for student use.	Lecture	On a test, the teacher will identify important reference materials.

Competency (Objective)	Experience	Criterion (Assessment)
14.34 Demonstrate skill in identifying imagery and sensory appeal.	Lecture	Given a selection, the teacher will demonstrate a technique for making children aware of imagery and sensory appeal.

15.00 Independent Reading

General Objectives:

1. to develop understanding of the importance of independent reading;
2. to develop knowledge of tools available for helping to select good books;
3. to develop knowledge of some good children's books and their authors;
4. to develop skill in promoting books with children.

15.10 Demonstrate knowledge of major reference aids ("tools") for book selection.	Lecture *Tools	The teacher will list three major references and their characteristics.
15.20 Demonstrate understanding of the importance of independent reading in a total reading program.	Lecture Hillerich Zintz, Ch.12 *SSR	The teacher will name three important elements in a good independent reading program; the teacher will describe SSR.
15.30 Demonstrate knowledge of examples of good children's literature.	Lecture *Newbery List	The teacher will demonstrate on a test the meaning of the Newbery Award and will identify examples of good children's books.
15.40 Demonstrate skill in developing creative ideas for sharing children's independent reading.	Lecture/Demo *Bookworms	The teacher will describe a language activity, not mentioned in class, for sharing library reading.

Culmination: The teacher will develop a sequence of independent activities to teach a particular reading skill.

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The following professional periodicals are major tools:

Elementary English (NCTE)
Reading Teacher (IRA)
Journal of Reading (IRA)
Reading Research Quarterly (IRA)
Research in Education (ERIC)
Journal of Learning Disabilities (ASLCD)
Elementary School Journal (U. of Chicago)
Journal of Educational Psychology (APA)

The following materials will be distributed in class:

Comprehension Skills	8.10
Armstrong, excerpt pp. 84-87	9.40 ff
Montgomery, excerpt pp. 80-92	9.70 ff
Dictionary List	10.30
Dictionary Skills	10.40
Johnson, excerpt p. 90	12.31
Pickles Will Kill You	12.40
Robinson excerpt pp. 264-71	12.41 ff
Sample Structured Overviews (2)	13.60
Sample Reading Guides (2)	13.70
Sample Reading Directions	13.85
Tools for Selecting Books	15.10
SSR Explanation	15.20
Newbery Award List	15.30
50 Ways to Raise Bookworms	15.40

30-503 Methods and Materials for Teaching Reading at the Junior/Senior High Levels

A 9.00 Comprehension, General

General Objectives:

1. to develop understanding of the complexity of "comprehension" and of its relationship to thinking;
2. to develop understanding of the importance of teacher questioning techniques.

Competency (Objective)	Experience	Criterion (Assessment)
9.10 Demonstrate knowledge of levels of comprehension defined by Bloom and Herber.	Lecture Herber, Ch. 5 Carin & Sund, Ch.4 *Comprehension Skills	The teacher will list, define and compare the levels of comprehension.
9.20 Demonstrate knowledge of the evidence that "reading comprehension" is a thinking skill applied to reading.	Lecture Sochor (a)	The teacher will complete and discuss a reaction guide based on readings and class lectures.
9.30 Demonstrate understanding of the hierarchies of questioning based on Bloom's taxonomy.	Lecture Carin & Sund	The teacher will develop a sequence of questions leading from memory to evaluation.
9.40 Demonstrate knowledge of the research on teacher questioning techniques.	Lecture Godbold Guszak	On a test, the teacher will indicate the type of question usually asked.

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A10.00 Comprehension, Literal

General Objectives:

1. to develop knowledge of the literal comprehension skills;
2. to develop skill in questioning techniques for the development of literal comprehension;
3. to develop skill in writing guides for reading and for vocabulary development.

Competency (Objective)	Experience	Criterion (Assessment)
10.10 Demonstrate knowledge of the varieties of context clues.	Lecture/Demo McKee, 258-68 Deighton, Ch. 1	The teacher will construct and label examples of four types of context clues.
10.20 Demonstrate ability to identify important vocabulary items and construct appropriate activities.	Lecture/Demo Herber, Ch. 8	Using her content material, the teacher will isolate key vocabulary and construct an appropriate exercise.
10.21 Demonstrate knowledge of word analysis skills, both phonic and structural.	Lecture/Demo	The teacher will be able to identify vocabulary activities that teach word analysis skills.
10.22 Demonstrate knowledge of word recognition skills.	Lecture/Demo	The teacher will be able to identify vocabulary activities that teach word recognition skills.
10.23 Demonstrate knowledge of skills that expand and reinforce word meanings.	Lecture/Demo	The teacher will be able to identify vocabulary activities that expand and reinforce word meanings.
10.30 Demonstrate ability to construct reading guides at the literal level.	Lecture/Activity Herber, 65-68	Using her own content material, the teacher will construct a reading guide.
10.40 Demonstrate ability to identify questions at the literal level.	Lecture/Activity Carin & Sun, Ch.4	Given prepared guides, the teacher can identify literal level questions.
10.50 Demonstrate skill in questioning for recognition and recall of detail.	Lecture/Demo	Given a selection, the teacher will ask an appropriate question.

A11.00 Comprehension, Interpretive (Inferential)

General Objectives:

1. to develop knowledge of the interpretive skills;
2. to develop skill in questioning techniques for the development of interpretive comprehension;
3. to develop skill in constructing reading guides for the development of interpretive comprehension.

Competency (Objective)	Experience	Criterion (Assessment)
11.10 Demonstrate skill in asking questions which require the drawing of conclusions.	Lecture/Demo *Armstrong	Given a selection, the teacher will develop a question requiring this skill.
11.11 Demonstrate skill in teaching this skill.	Lecture	Given a selection, the teacher will demonstrate follow-up teaching.
11.20 Demonstrate skill in teaching inferred main idea	Lecture/Demo *Armstrong	Given a selection, the teacher will demonstrate two methods.
11.30 Demonstrate questioning technique for making comparisons.	Lecture/Demo *Armstrong	Given a selection, the teacher will develop a question requiring this skill.
11.40 Demonstrate questioning technique for recognizing cause/effect relationships.	Lecture/Demo Montgomery	The teacher will locate a selection and develop an appropriate question.
11.50 Demonstrate questioning technique for making judgments.	Lecture/Demo *Armstrong	Given a selection, the teacher will ask a question requiring this skill.
11.60 Demonstrate questioning technique for identifying character	Lecture/Demo *Armstrong	Given a selection, the teacher will ask a question requiring this skill.
11.70 Demonstrate questioning technique for predicting outcomes.	Lecture/Demo *Armstrong	Given a selection, the teacher will ask a question requiring this skill.
11.80 Demonstrate ability to construct a reading guide at the interpretive level.	Lecture/Demo Herber, Ch. 5,p68	Using a selection from her own content area, the teacher will construct a reading guide at the interpretive level.

A12.00 Comprehension, Applied

General Objectives:

1. to develop knowledge of applied comprehension skills;
2. to develop skills in teaching the applied comprehension skills.

Competency (Objective)	Experience	Criterion (Assessment)
12.10 Demonstrate ability to construct questions at the applied level.	Lecture/Demo Herber, Ch. 5	Using material from teacher's own content area, she will develop applied comprehension question to use with her class.
12.11 Demonstrate ability to relate and extend author's meaning to previously learned materials.		Teacher will construct questions that extend author's meaning to previous learning.
12.12 Demonstrate ability to relate and extend author's meaning to previous experiences.	Exercise *Armstrong	Teacher will construct questions that relate and extend author's meaning to previous experiences.
12.13 Demonstrate ability to make generalizations from author's intended meaning.	Lecture/Discuss. *Estes	Teacher will construct questions that lead to generalizations.
12.20 Demonstrate ability to construct reading guides at the applied level.	Lecture/Demo	Using material from the teacher's own content area, she will develop a reading guide at the applied level.

(II-A-4)

A13.00 Critical Reading and Reasoning

General Objectives:

1. to develop knowledge of the critical reading skills;
2. to develop skill in teaching critical reading and reasoning;
3. to develop skill in preparing reasoning guides.

Competency (Objective)	Experience	Criterion (Assessment)
13.10 Demonstrate knowledge of what the critical reading skills are.	Lecture Zintz, Ch. 10 Herber, Ch. 7	The teacher will list the critical reading and reasoning skills.
13.20 Demonstrate skill in teaching the critical reading skills.	Lecture/Demo	

Competency (Objective)		Experience	Criterion (Assessment)
13.21	Demonstrate skill in teaching students to distinguish fact from opinion.	Lecture/Demo	The teacher will define statements of "fact" and "opinion" and demonstrate teaching this skill with an example.
13.22	Demonstrate skill in teaching students to determine author's purpose/point of view.	Lecture/Demo *Johnson	Given a selection, the teacher will demonstrate instruction.
13.23	Demonstrate skill in teaching students to determine if conclusions are based on evidence presented.	Lecture *Robinson, H.	Given a syllogism, the teacher will develop possible Venn diagrams; given a selection from Harris, the teacher will demonstrate instruction.
13.24	Demonstrate skill in teaching students to relate author's conclusions to their own experience and knowledge.	Lecture	Given a selection, the teacher will demonstrate how to relate students' evaluation to their own experience and knowledge.
13.25	Demonstrate skill in teaching students to recognize propaganda devices.	Lecture/Demo Zintz, 254-57	The teacher will locate and identify three examples; the teacher will tell how this skill can be taught and practiced.
13.26	Demonstrate skill in teaching students to determine adequacy and completeness.	Lecture *Robinson, H.	Given a selection from Harris, the teacher will demonstrate instruction; the teacher will locate an example to use with students.
13.27	Demonstrate skill in teaching students to determine if information is relevant.	Lecture *Robinsin, H.	Given a selection from Harris, the teacher will demonstrate instruction; the teacher will locate an example to use with students.

Competency (Objective)	Experience	Criterion (Assessment)
13.28 Demonstrate skill in teaching students to determine author's competence.	Lecture McClung	The teacher will state what is involved in this skill and will name sources students can check.
13.29 Demonstrate skill in teaching students to determine currency of material.	Lecture	The teacher will state examples where date is/ is not important and will name a selection where the date is relevant.
13.30 Demonstrate ability to prepare reasoning guide for students.	Lecture/Demo Herber, Ch. 7 Carin & Sund, Ch.7	The teacher will prepare a reasoning guide for use with students in her own content area.

A14.00 Organization of Reading Material

General Objectives:

1. to develop an understanding of the importance of organization when reading;
2. to develop skills in teaching students how to discover and use organization skills as they read.

Competency (Objective)	Experience	Criterion (Assessment)
14.10 Demonstrate knowledge of external organizational patterns and aids.	Lecture Zintz, Ch. 9 Herber, Ch. 6	The teacher will be able to list external organizational patterns and aids.
14.11 Demonstrate knowledge of special locational aids to be taught.	Lecture Zintz, Ch. 9	Given an example aid, the teacher will identify elements which must be taught.
14.12 Demonstrate knowledge of the elements of the index of a book.	Lecture Frinsko & Drew	The teacher will list the four major items to be taught.
14.13 Demonstrate skill in teaching students to use typographical aids in social studies.	Lecture	The teacher will list the kinds of aids which must be taught.

Competency (Objective)	Experience	Criterion (Assessment)
14.14 Demonstrate skill in teaching students to read graphs, charts, and tables.	Lecture/Demo	The teacher will construct a practice exercise using information from an almanac, graph, or chart.
14.20 Demonstrate knowledge of internal organizational patterns and aids.	Lecture/Discuss. Herber, Ch. 6	
14.21 Demonstrate knowledge of the cause/effect organizational pattern.	Herber, 110-111	The teacher will locate a selection and demonstrate instruction on cause/effect organization.
14.22 Demonstrate knowledge of the comparison/contrast organizational pattern.	Herber, 115	The teacher will locate a selection and demonstrate instruction on comparison/contrast organization.
14.23 Demonstrate knowledge of the time order organizational pattern.	Herber, 113-114	The teacher will locate a selection and demonstrate instruction on time order organization.
14.24 Demonstrate knowledge of the enumerative order organizational pattern.	Lecture/Demo	The teacher will locate a selection and demonstrate instruction on enumerative order organization.
14.25 Demonstrate knowledge of the main idea/detail organizational paggern.	Lecture/Demo	The teacher will locate a selection and demonstrate instruction on main idea/detail organization.
14.30 Demonstrate skill in teaching students to use external organization of reading material.	Lecture/Demo	Using her own content material, the teacher will develop techniques to guide students' understanding of the external organization of material.
14.31 Demonstrate ability to teach the SQ3R approach.	Lecture/Demo Robinson, F.	Given a selection, the teacher will demonstrate this technique.
14.32 Demonstrate ability to teach appropriate skills to use external organization.	Lecture/Discuss. Zintz, 213-233 Estes, T.	Given a selection, the teacher will isolate skills to teach and develop appropriate lessons.

Competency (Objective)	Experience	Criterion((Assessment)
14.40 Demonstrate skill in teaching students to use the internal organization of reading materials.	Lecture Herber, Ch. 6	Given a selection, the teacher will suggest appropriate teaching techniques.
14.41 Demonstrate skill in preparation of structured overview of beginning concepts.	Demo/Class prac. *Estes, T.	The teacher will prepare a structured overview of her own content area material.
14.42 Demonstrate skill in preparing "maps" of the reading material.	Demo/Class prac. Honf	The teacher will prepare a map of a reading selection from her own content area.
14.43 Demonstrate skill in preparing reading guides for reading assignments.	Demo/class prac.	The teacher will prepare a reading guide from her own content area materials.

(II-A-8)

* Hand-outs in class

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b Sochor, E. Elona. "The Nature of Critical Reading," in Critical Reading (King, et al). New York: Lippincott, 1967, 45-62.

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The following professional periodicals are major tools:

English Journal (NCTE)
Reading Teacher (IRA)
Journal of Reading (IRA)
Research in Education (ERIC)
Journal of Learning Disabilities (ASLCD)
Reading Research Quarterly (IRA)
Journal of Educational Psychology (APA)

The following materials will be distributed in class:

Material	Competency Number
Comprehension Skills	9.10
Armstrong, excerpt pp. 84-87	11.10 ff
Estes	12.13
Johnson, excerpt p. 90	13.22 ff
Robinson, excerpt pp. 264-71	13.23 ff

30-503: Diagnostic Techniques for the Reading Specialist

16.00 Background for Diagnostic Techniques

General Objectives:

1. to develop understanding of the range of individual differences and their implications for instruction;
2. to develop skill in interpreting the meaning of reading and test-related terminology;
3. to develop knowledge of current research on promotion/retention, grouping plans, and related efforts to adjust to individual differences.

Competency (Objective)	Experience	Criterion (Assessment)
16.10 Demonstrate understanding of the variation in abilities and achievements in a group.	Lecture B & T, 45-64	Given a class designation, the teacher will identify the probable range of reading achievement.
16.20 Demonstrate knowledge of major terms used in relation to children.	Lecture B & T Harris	Given a child's performance, the teacher will properly identify: "retarded reader" "disabled reader" "underachiever" "reluctant reader" "remedial" and "corrective"
16.30 Demonstrate skill in interpreting terms used in testing and research.	Lecture	Given raw data, the teacher will correctly interpret the meaning of: percentile, mean, standard deviation, standard error, stanine, correlation, statistical significance, grade equivalent, IQ, MA.
16.40 Ways of Adjusting to Individual Differences		
16.41 Demonstrate knowledge of philosophical foundation of some plans for adjusting to individual differences.	Lecture B & T, Chap. 3	Given each of the following plans, the teacher will identify its philosophical basis: Joplin - type ability/achievement non-graded heterogeneous multi-age

(III-1)

Competency (Objective)	Experience	Criterion (Assessment)
16.42 Demonstrate knowledge of research evidence on grouping plans: Joplin - type non-graded multi- age ability/achievement heterogeneous	Lecture B & T, Chap. 3 Goldberg, Chap. 8	Given a plan, the teacher will identify its strengths and weaknesses. Joplin - type non-graded multi-age ability/achievement heterogeneous
16.43 Demonstrate knowledge of research evidence on promotion/retention.	Lecture B & T, Chap. 3	Given descriptions of children, the teacher will recommend promotion/retention and justify her decision based on considerations from research.

17.00 Nature and Causes of Reading Disability

General Objectives

1. to develop knowledge of research on the causes of reading disability;
2. to develop understanding that there is no single cause of reading disability;
3. to develop skill in identifying possible handicapping conditions in children.

Competency (Objective)	Experience	Criterion (Assessment)
17.10 Demonstrate knowledge of research on the relationship to reading of anomalies in: vision, hearing, speech, emotional, education, social adjustment, neurology, dominance.	Lecture B & T, Chap. 4-6 Durr, Chap. 1 Otto, Chap. 2	Given an anomaly, the teacher will indicate its probable effect on reading performance.
	Write a brief critical summary of three research articles on one of these anomalies and report overall conclusion on the subject.	The teacher will demonstrate the ability to: 1. select research articles; 2. interpret findings; 3. base conclusions on evidence.

(III-2)

Competency (Objective)	Experience	Criterion (Assessment)
17.20 Demonstrate knowledge of usual symptoms of anomalies of: vision, hearing, emotion	Lecture B & T, Chap. 4-6	The teacher will list her means of identifying each possible anomaly.
17.21 Demonstrate knowledge of screening tests used for vision and hearing.	Lecture B & T, Chap. 4-6	The teacher will distinguish good from poor screening tests and state reasons.
17.30 Demonstrate knowledge of evidence in areas related to reading disability: Learning Disorders (LD), Perceptual Training, Motor Facilitation	Lecture Smith, 53-59, 93-99, 105-112 Hammill	The teacher will identify, on a quiz, the major emphasis and the research findings related to Frostig, Delacato, and Kephart.

(III-3)

18.00 Diagnostic Instruments and Techniques

General Objectives:

1. to develop understanding of diagnostic procedures and their role in instruction;
2. to develop knowledge of the kinds of tests available;
3. to develop skill in evaluating tests;
4. to develop skill in using a test to identify reading level;
5. to develop skill in using a test to identify reading expectancy;
6. to develop skill in testing to identify reading-skill needs.

Competency (Objective)	Experience	Criterion (Assessment)
18.10 Demonstrate knowledge of procedures in diagnosis: level, expectancy, skill needs	Lecture B & T, Chap. 7-9	The teacher will list and explain the purpose of each of the three major steps in diagnosis.
18.11 Demonstrate skill in using a screening device for tentative identification of disabled readers.	Lecture/Demo *Complete a class analysis	Given class record sheets, the teacher will complete a class analysis form and identify the disabled readers and the retarded readers.

Competency (Objective)	Experience	Criterion (Assessment)
18.20 General Familiarity with Tests		
18.21 Demonstrate knowledge of correlates of reading success and weaknesses of pre-reading tests.	Lecture Farr Jansky/deHirsch	The teacher will identify the predictive value and limitations of typical pre-reading tests.
18.22 Demonstrate understanding of role of reliability, validity, and sample size in evaluating a test.	Lecture Buros	Given situations, the teacher will identify where reliability, validity and/or sample size of a test are important.
18.23 Demonstrate knowledge of examples of achievement tests.	Lecture *Tests for Teachers	The teacher will name three acceptable group achievement tests.
18.24 Demonstrate knowledge of examples of IQ tests.	Lecture *Tests for Teachers	The teacher will name three acceptable group IQ tests.
18.25 Demonstrate the skill of evaluating tests.	Lecture Locate and write a critical summary of one test review not found in Buros.	Given information on three tests, the teacher will determine which is best for a purpose also given.
18.26 Demonstrate knowledge of difference in use and accuracy of individual and group tests.	Lecture Farr MacGinitie	The teacher will name the major strengths and weaknesses of group vs. individual tests.
18.27 Demonstrate knowledge of current trends in testing: cloze, criterion reference, miscue analysis.	Lecture Jongsma	The teacher will demonstrate, on a quiz, her knowledge of what these techniques are and their application to diagnosis.

Competency (Objective)		Experience	Criterion (Assessment)
18.30	Diagnosing for Reading Level		
18.31	Demonstrate knowledge of historical and philosophical basis of IRI.	Lecture Durr, 67-83 DeBoer, 100-109 Leibert, 121-133	The teacher will identify the basis and list limitations of IRI.
18.32	Demonstrate ability to construct an IRI.	Lecture/Demo *Sample IRI	The teacher will construct one level of an IRI.
18.33	Demonstrate the skill of administering an IRI.	Lecture/Demo IRI	Given a taped test, the teacher will correctly mark errors and score the child's reading level within half a year.
18.34	Demonstrate the skill of interpreting the IRI.	Lecture IRI	Given the scored IRI, the teacher will interpret it in terms of level and cues to skill needs.
18.35	Demonstrate the skill of administering the Durrell Oral Reading Test	Lecture/Demo Durrell manual	Given a taped test, the teacher will correctly mark errors and score to an accuracy of half a year.
18.36	Demonstrate the skill of interpreting the Durrell Oral test	Lecture/Demo Durrell manual	Given the scored Durrell, the teacher will correctly interpret the results in terms of level and cues to skill needs.
18.37	Demonstrate the skill of administering the Gilmore test.	Lecture/Demo Gilmore manual	Given a taped test, the teacher will correctly mark errors and score the test to an accuracy of half a year.
18.38	Demonstrate the skill of interpreting the Gilmore test.	Lecture/Demo Gilmore manual	Given the scored Gilmore, the teacher will correctly interpret the results in terms of level and cues to skill needs.
18.40	Determining Reading Expectancy		
18.41	Demonstrate knowledge of the basis for expectancy formulas: B & T (2) Harris Monroe	Lecture B & T, 101 Harris, 212-216 Leibert, 113-120	The teacher will use each formula to determine the expectancy for a given child, and will compare results of each formula.

Competency (Objective)		Experience	Criterion (Assessment)
18.42	Demonstrate the skill of using the Harris formula.	Lecture	Given basic information, the teacher will use the appropriate Harris formula to determine the expectancy of a child.
18.43	Demonstrate the skill of administering the Slosson Test (SIT).	Lecture/Demo *Slosson sample	Given a taped test, the teacher will correctly mark and score the SIT to an accuracy of three IQ points.
18.44	Demonstrate the skill of using the Harris formula with the SIT.	Lecture/Demo Slosson results	Given the scored SIT and Harris formula, the teacher will correctly determine the child's expectancy.
18.45	Demonstrate the skill of administering the Durrell Listening Test	Lecture/Demo Durrell test	Given a taped test, the teacher will accurately determine a child's expectancy level to an accuracy of half a year.
18.46	Demonstrate the understanding of the relative merits of formula vs. listening test.	Lecture	The teacher will list the strengths and weaknesses of each.
18.50	Diagnosing Skill Needs		
18.51	Demonstrate the skill of using clues from Durrell, Gilmore or IRI.	Lecture/Demo B & T, Chap. 9	Given marked tests, the teacher will identify skill needs.
18.52	Demonstrate the knowledge of word lists available for diagnosing recognition vocabulary.	Lecture Word Lists: *Horn - 100 *Hillerich - 100 *Hillerich - Starter	Given word lists, the teacher will possess them!
18.53	Demonstrate knowledge of diagnostic tests for decoding skills.	Lecture Tests for Teachers	The teacher will name three diagnostic tests and identify their uses.
18.54	Demonstrate understanding of the difference between testing for encoding or for decoding.	Lecture/Demo *Hillerich Diagnostic Spelling Test	Given directions for a test, the teacher will identify it as a decoding or encoding test.

(9-III)

Competency (Objective)		Experience	Criterion (Assessment)
18.55	Demonstrate the skill of administering the Hillerich "Diagnostic Spelling Test" for reading.	Lecture/Demo Sample test	The teacher will demonstrate administration of the diagnostic test as a decoding test.
18.60	Diagnosing Advanced Skill Needs		
18.61	Demonstrate the skill of using teacher questions.	Lecture/Demo Review Skill List	Given a paragrph, the teacher will demonstrate an appropriate question to test comprehension skills.
18.62	Demonstrate the skill of using Reading Skill Lab tests.	Lecture/Demo *Sample RSL test and list of skills.	Given a scored sample test, the teacher will interpret the child's needs.

(III-7)

Summary of Diagnostic Techniques:

Competency --- Given a completed referral form, the teacher will list the steps she would take to diagnose, i.e., the instruments/methods she would use and the rationale for selecting these particular instruments/methods.

* To be Distributed in Class.

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Smith, Helen (ed.). Perception and Reading. Newark: IRA, 1968.)Paper)

Spache, George (ed.). Reading Disability and Perception. Newark: IRA, 1968 (Paper)

MacGinitie, Walter (ed.). Assessment Problems in Reading: Newark, IRA, 1973, (Paper (Paper)

** = Text and tests to be used in 30-502.

* = Available in bookstore but not requiried.

The following professional periodicals are major tools:

Elementary English (NCTE)
Reading Teacher (IRA)
Journal of Reading (IRA)
Research in Education (ERIC)
Journal of Learning Disabilities (ASCLD)
IRA Conference Proceedings since 1955
Elementary School Journal (U. of Chicago)
Reading Research Quarterly (IRA)
Journal of Educational Psychology (APA)

The following materials will be distributed in class:

Material	Competency Number
Class Analysis Form	18.11
Tests for Teachers (Loan Copy only)	18.20
IRI and Directions for Administering	18.32
Sample SIT scoring sheet	18.43
Horn's First Hundred Words	18.52
Hillerich's First Hundred Words	18.52
Hillerich's Starter Words	18.52
Hillerich Diagnostic Spelling Test	18.54
Reading Skills Lab Outline	18.62
Referral Form	Final Summary

30-503: Corrective Techniques for the Reading Specialist

19.00 Organizing for Corrective Techniques

General Objectives:

1. to develop understanding of the distinction between "corrective" ("remedial") instruction and good classroom instruction;
2. to develop knowledge of the specialist's role, including the selection and management procedures in a corrective situation;
3. to develop knowledge of common characteristics and needs of disabled readers.

(IV-1)

Competency (Objective)	Experience	Criterion (Assessment)
19.10 Demonstrate understanding that corrective instruction is doing "specifically and individually what should have been done before."	Lecture Harris, Ch. 12 C. Smith, pp. 98-113 *Clinican's Record *Reading Center Log	Given situations, the teacher will identify which are common and which unique to classroom and clinic.
19.20 Demonstrate understanding of the role of the Reading Specialist.	" + Garry	The teacher will develop a schedule for herself for one week's work.
19.21 Demonstrate knowledge of appropriate load and time schedule in a corrective situation.	"	The teacher will identify on a test appropriate total case load, number/period, length of period, and variety of activities within a given instructional period.
19.22 Demonstrate skill in selecting appropriate children and in establishing priorities for selection.	"	Given descriptions of children, the teacher will identify priorities for working with them.
19.30 Demonstrate understanding of the importance of success.	"	The teacher will list at least three ways in which the disabled reader must have been frustrated in the past and how he can meet success.

*Hand-outs

Competency (Objective)	Experience	Criterion (Assessment)
19.31 Demonstrate understanding of parental role with disabled readers.	Lecture Harris, Ch. 12 C. Smith, pp.98-113 *Clinician's Record *Reading Center Log	The teacher will name two ways in which he/she can be honest but helpful to parent.

20.00 Working with Disabled Readers who have Decoding Problems

General Objectives:

1. to develop knowledge of basic word lists;
2. to develop knowledge of specific word recognition and word identification techniques;
3. to develop understanding of the role of games and to develop skill in constructing/evaluating them;
4. to develop acquaintance with the Gillingham and Fernald methods.

Competency (Objective)	Experience	Criterion (Assessment)
20.10 Demonstrate knowledge of the distinction between "word recognition" and "word identification."	Lecture	The teacher will define both terms.
20.11 Demonstrate knowledge of basic and derived word lists.	Lecture *Horn 100 *Hillerich 100 *Starter Words Kucera/Francis Carroll, et al Dolch 220 *Phonograms	The teacher will name two basic and two derived lists and state which he/she would use for word recognition.
20.12 Demonstrate understanding of a reasonable-size list for word recognition.	"	The teacher will state approximate size limitation for a useful word recognition instructional list.
20.13 Demonstrate understanding of the role of hardware in a corrective reading center.	Lecture	The teacher will give reasons for and against machines.
20.20 Demonstrate skill in teaching word recognition.	Lecture Harris, Ch. 13	The teacher will demonstrate a technique for word recognition.

(IV-2)

Competency (Objective)	Experience	Criterion(Assessment)
20.21 Demonstrate skill in teaching word identification when pupil has a phonics problem.	Lecture Videotape Harris, Ch. 14	The teacher will demonstrate: a. minimal pairs b. blending c. auditory practice d. checking with word introduction technique
20.22 Demonstrate skill in teaching word identification when pupil fails to use context.	"	The teacher will demonstrate: a. oral context b. cloze
20.30 Demonstrate understanding of the role of games.	Lecture	The teacher will define the type of game and limit its use to purpose of variety in a session.
20.31 Demonstrate skill in evaluating.	Lecture Assignment	The teacher will make or locate a game and evaluate it for skill purpose, ease of mechanics, and appeal.
20.40 Demonstrate acquaintance with the Gillingham method.	Lecture Gillingham	The teacher will state the philosophy and general approach of the Gillingham method.
20.50 Demonstrate acquaintance with the Fernald method.	Lecture Fernald	The teacher will state the philosophy and general emphasis of the Fernald method.

21.00 Determining Readability

General Objectives:

1. to develop understanding of the general principles and weaknesses of readability formulas;
2. to develop skill in using the Spache and Dale-Chall formulas;
3. to acquaint teachers with the process of selecting re-writing material for disabled readers.

Competency (Objective)	Experience	Criterion (Assessment)
21.10 Demonstrate understanding of the principles of readability formulas.	Lecture Gilliland McLaughlin Gunning *Fry *Maginnis	Teachers, as a group, will apply and compare formulas to a sample selection.
21.20 Demonstrate skill in using the Space and Dale-Chall formulas.	Lecture *Spache Dale-Chall Assignment	The teacher will select an appropriate newspaper or magazine article for a seventh grader reading at 2.5, apply the Dale-Chall to determine readability, re-write to an approximate second grade level, and check readability of re-write with the Spache formula.
21.30 Demonstrate skill in selecting and re-writing material from an intermediate (or higher) level to primary level.	"	

22.00 High Interest, Low Vocabulary Materials

General Objectives:

1. to provide teachers with sources of high interest, low vocabulary materials;
2. to develop knowledge of representative books for different reading and interest levels;
3. to develop understanding of the role of high interest, low vocabulary materials in corrective reading.

Competency (Objective)	Experience	Criterion (Assessment)
22.10 Demonstrate knowledge of example materials for different levels.	Lecture *Hi/Lo Lists: Primary Intermediate Junior High *RSL Outline Examine books in Reading Center	The teacher will name an example series/title for a given child.

Competency (Objective)	Experience	Criterion (Assessment)
22.20 Demonstrate knowledge of the role of high interest, low vocabulary materials.	Lecture	The teacher will name and define two functions of the materials.

23.00 Working with Disabled Readers who have Advanced-Skill Needs

General Objectives:

1. to develop understanding of some methods used in advanced-skill development;
2. to develop understanding of some of the attitudes to be developed with older disabled readers.

Competency (Objective)	Experience	Criterion (Assessment)
23.10 Demonstrate skill in word introduction at dictionary level.	Lecture	The teacher will demonstrate how to introduce a word from hi/low material.
23.11 Demonstrate skill in teaching a sample dictionary skill.	Lecture Videotape Harris, Ch. 15-16	The teacher will describe or demonstrate the skill.
23.12 Demonstrate skill in teaching a sample literal skill.	"	The teacher will describe or demonstrate the skill.
23.13 Demonstrate skill in teaching a sample inferential skill.	"	The teacher will describe or demonstrate the skill.
23.14 Demonstrate skill in teaching a sample study skill.	"	The teacher will describe or demonstrate the skill.
23.20 Demonstrate understanding of the importance of responsibility in the child.	Lecture Videotape	The teacher will describe how the child can share in responsibility.

Competency (Objective)	Experience	Criterion (Assessment)
23.21 Demonstrate understanding of the maturity of the older disabled reader.	Lecture Videotape	On a list, the teacher will check appropriate and inappropriate activities for older disabled readers.
23.30 Demonstrate understanding of role of rate in corrective instruction.	Lecture Harris, Ch. 18	The teacher will respond on a test.

24.00 Basal Materials

General Objectives:

1. to develop guidelines to assist the Reading Specialist in her leadership role in evaluating and selecting school reading programs;
2. to develop some understanding of currently available standard materials.

(IV-6)

Competency (Objective)	Experience	Criterion (Assessment)
24.10 Demonstrate knowledge of principles involved in selection of a basal program.	Lecture Hillerich	The teacher will list procedures he/she would use as a Reading Committee Chairman.
24.20 Demonstrate understanding of the major emphasis in some basal programs.	Lecture *List	The teacher will name and state a major point about three basal programs.

25.00 Evaluating and Reporting Progress

General Objectives:

1. to develop understanding of ways of evaluating success in a corrective situation;
2. to develop understanding of the method of reporting to parents and schools in the Reading Center.

Competency (Objective)	Experience	Criterion (Assessment)
25.10 Demonstrate skill in evaluating the success of a program.	Lecture Farr, pp. 151-2	Given data on three samples, the teacher will evaluate "success."

Competency (Objective)	Experience	Criterion (Assessment)
25.11 Demonstrate understanding of the limitations tc success in corrective treatment.	Lecture Muehl & Fortell	On a test, the teacher will identify findings of research regarding follow-up studies.
25.20 Demonstrate understanding of items reported to parents and school in the Reading Center.	Lecture *Report forms: Parent School	In the practicum, the teacher will write two reports to parents and two to school.

Culmination: Given a sample referral, the teacher will outline procedures he/she would follow in the first two sessions in working with that child.

References

Dale, Edgar and Jeanne Chall. A Formula for Predicint Readability. Columbus: Ohio State, 1948.

Durr, William (ed.). Reading Difficulties: Diagnosis, Correction, and Remediation. Newark: IRA, 1970. (Paper)

Ekwall, Eldon. "Measuring Gains in Remedial Reading," Reading Teacher. November, 1972, 138-141.

Farr, Roger. Reading: What Can Be Measured? Newark: IRA, 1969.

Fernald, Grace. Remedial Techniques in Basic School Subjects. New York: McGraw Hill, 1943.

Garry, V. V. "Competencies that Count among Reading Specialists," Journal of Reading, May, 1974, 608-13.

Gilliland, John. Readability. London: University of London Press, (Distributed by IRA), 1972.

Gillingham, Anna. Remedial Training. Cambridge Educators Publishing Service, 1970 (Eighth Edition)

Gunning, Robert. The Techniques of Clear Writing. New York: McGraw Hill, 1968, pp. 38-39.

Harris, Albert. How to Increase Reading Ability. New York: McKay. 1970. (Fifth Edition)

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Harris, Larry and Carl Smith. Reading Instruction Through Diagnostic Teaching. New York: Holt. 1972.

Hillerich, Robert. "So You're Evaluating Reading Programs," Elementary School Journal, October, 1974.

McLaughlin, G. Harry. "SMOG Grading--A New Readability Formula," Journal of Reading. May, 1969, p. 639.

Muehl, Siegmar and Elizabeth Fortell. "A Follow-up Study of Disabled Readers," Reading Research Quarterly, Vol. IX, #1. 1963-74, 110-123.

Smith, Carl B. Treating Reading Difficulties. (OE-30026) Washington: Government Printing Office, 1970.

Smith, Frank. Understanding Reading. New York: Holt, 1971.

Spache, George. Good Reading for Poor Readers. Champaign: Gerrard, (current edition) (Paper)

Wilson, Robert. Diagnostic and Remedial Reading for Classroom and Clinic. Columbus: Charles Merrill, 1972. (Second Edition)

= Texts to be used in 30-503.

The following professional periodicals are major tools:

Elementary English (NCTE)
Reading Teacher (IRA)
Journal of Reading (IRA)
Research in Education (ERIC)
Journal of Learning Disabilities (ASLCD)
Elementary School Journal (U. of Chicago)
Reading Research Quarterly (IRA)
Journal of Educational Psychology (APA)

The following materials will be distributed in class:

Material	Competency Number
Clinician's Record	19.10
Reading Center Log	19.10
Horn's First 100 Words	20.11
Hillerich's First 100 Words (Inflected)	20.11
Hillerich's First 100 Words (Lexical)	20.11
Hillerich's Starter Words	20.11
Phonograms	20.11
Fry's"Graph for Estimating Readability"	21.10
Maginnis' Extension of Fry's Graph	21.10
Spache Readability Formula	21.20
High Interest, Low Vocabulary Books for Primary	22.10
High Interest, Low Vocabulary Books for Intermediate	22.10
High Interest, Low Vocabulary Books for Junior High	22.10
Reading Skills Lab Outline	22.10
List of Basal Readers	24.20
Report to Parents	25.20
Report to School	25.20

30-592 : Practicum for Reading Specialists

General Objective: The Reading Specialist will demonstrate ability to apply knowledge, understanding, and skills developed in Parts I-IV of the specialist sequence.

Competency (Objective)	Experience	Criterion (Assessment)
26.00 Demonstrate skill in diagnosing the disabled reader's level, skill needs and potential.	Seminars Demonstrations Videotapes Conferences	With assigned child, the Reading Specialist will accurately select, administer, and interpret tests.
27.00 Demonstrate ability to plan for required instruction.	"	With assigned child, the Reading Specialist will maintain a daily log of plans and their effectiveness.
28.00 Demonstrate ability to teach required skills.	"	With assigned child, the Reading Specialist will teach skills. (Effectiveness checked through log, conference, observation.)
29.00 Demonstrate ability to communicate to parents and school.	"	The Reading Specialist will write two quarterly reports to both parents and school.

(V-1)